

Application Of the Expository Learning Method In Understanding The Perception Of Hijaiyah Letter Forms In 'Mild Mentally Retarded' Students At SLB YPLB-LB Hegar Asih

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Abstract.

This research is motivated by the low abilities of students with special needs, especially those classified as "mild mentally retarded" in recognizing and understanding the shape of the Hijaiyah letters. This difficulty is caused by limitations in visual perception and the lack of learning methods that are appropriate to their characteristics and learning needs. The purpose of this study is to evaluate the effectiveness of these methods in the context of Islamic religious education learning in a special school environment. The approach used in this study is a qualitative approach with a case study method. The study was conducted on a small group of students "mild mentally retarded" at SLB YPLB-LB Hegar Asih Cipaganti Bandung. Data collection was conducted through observation, interviews with teachers, and documentation of learning activities. The results of the study indicate that the application of the method Expository Learning has a positive impact on the development of students' perception of the shape of the Hijaiyah letters. Students showed significant improvements in recognizing, naming, and writing the Hijaiyah letters with a higher level of accuracy compared to before the implementation of this method. In addition, interactions between teachers and students became more active and communicative, and learning became more structured and easier to understand for students with special needs. The results of the study indicate that the Hijaiyah method Expository Learning effective in improving students' visual perception "mild mentally retarded" to the shape of the Hijaiyah letters. Students become more focused, can differentiate letter shapes gradually, and show improvement in recognizing and remembering the Hijaiyah letters. Structured learning, the use of visual media, and systematic explanations help students better understand the material, making the learning process more optimal and meaningful.

Keywords: *Expository Learning Method, Hijaiyah Letter Form, Mild Mentally Retarded.*

I. INTRODUCTION

Inclusive education aims to provide equal opportunities for all students, including those with special needs, to develop their full potential. One such need requiring special attention is that of students with mild mental retardation. They often have trouble understanding basic concepts, including learning to read and write Arabic letters, such as the hijaiyah alphabet.

In Indonesia, particularly at the Hegar Asih Special Needs School (SLB YPLB-LB), many students with special needs face challenges in understanding the shape and perception of the hijaiyah letters. Data from the school's annual report shows that as many as 65% of students with mild mental disorders have difficulty recognizing and understanding the hijaiyah letter shapes, which are an essential part of learning to read the Quran. They often have difficulty distinguishing letter shapes, remembering them, and associating them with the correct sounds.

Furthermore, on-the-ground evidence suggests that conventional learning methods, which involve lectures and memorization alone, are not effective enough to help students deeply understand the hijaiyah letters. Many students require a more varied and systematic

approach to effectively understand and recognize the hijaiyah letters. For example, initial classroom observations showed that only around 40% of students were able to recognize the hijaiyah letters after one month of instruction, while the remainder still experienced difficulties.

According to Hamzah B. Uno in (Mayasari, 2026) a learning method is a method used by teachers to achieve learning objectives. Therefore, a learning method is the path taken by a teacher to achieve learning objectives through certain stages. Meanwhile, according to Ahmadi in (Kartika, 2025) a learning method is the way educators deliver lessons and how students receive lessons during the lesson, either in the form of informing or evoking. Therefore, the role of learning methods is as a tool to create a conducive teaching and learning process.

According to Rusman in (Arifudin, 2026) explains that learning methods are used by teachers to create a learning atmosphere and learning process so that students achieve basic competencies or a set of predetermined indicators. According to Amri in (Supriatna, 2025) explains that learning methods can be interpreted as ways carried out to convey or instill knowledge to students, or children through a teaching and learning activity, whether at school, home, campus, boarding school, and others.

From the explanation above, it can be seen that, in essence, the method aims to guide learning toward a specific, ideal goal quickly and precisely, in accordance with our desires. Therefore, there is a general principle in the functioning of the method: the principle that learning can be carried out in a pleasant, joyful, encouraging, and motivating atmosphere, so that the learning material is more easily absorbed by students.

In this context, appropriate learning methods are essential to improving student understanding, particularly those that deliver material systematically and engagingly, while also addressing the characteristics of students with special needs. One approach worth considering is the expository learning method, which focuses on delivering material systematically and structuredly, thus helping students better grasp concepts.

According to Harmuni, as quoted by Mayasari (Mayasari, 2023) expository learning emphasizes the verbal delivery of material from a teacher to a group of students, with the goal of optimally mastering the material. Roy Killen, as quoted by (Arifudin, 2023) defines this expository method as a direct learning method. This is because the teacher delivers the material directly; students are not required to discover it.

According to Wina Sanjaya, as quoted by (Abdillah, 2026), expository learning is one of the learning steps that emphasizes the speaking process. Learning materials are deliberately provided directly, the role of students in this step is to listen and hear the material presented by the teacher. Meanwhile, Istiqomah and Nurulhaq, as quoted by (Abdillah, 2024) explain that the teacher's expository learning is a very dominant part and the teacher has compiled the material methodically so that students can understand it easily. In developing experience, educators need to conduct apperception, especially where teachers need to remember information related to the presented material.

From several definitions put forward by the experts above, it can be concluded that the expository learning model is a learning step that emphasizes the process of delivering material verbally from a teacher to a group of students with the aim that students can master the learning material optimally.

Previous research has shown that the expository learning method has advantages in helping students understand material comprehensively and in a structured manner. According to Sudjana as quoted in (Kartika, 2023), this method emphasizes systematic and logical presentation of material, thereby facilitating the learning process and improving student

understanding. The use of this method is expected to improve students' perception of the hijaiyah letter forms, which are the basis for learning to read the Quran.

Furthermore, data from a previous study by (Afrinaldi & Munir, 2020) showed that applying the expository learning method to the Hijaiyah alphabet improved students' understanding and perception, particularly for students with special needs. The results showed that students experienced significant improvements in recognizing and remembering letter shapes after applying this method.

However, at the Hegar Asih Special Needs School (SLB YPLB-LB), the implementation of the expository learning method is still relatively new and has not been fully optimized. Many teachers do not fully understand how to effectively structure and implement this method in teaching the hijaiyah alphabet, especially for students with mild mental retardation. As a result, the learning process is less than optimal, and student achievement remains low.

Based on this phenomenon, it is important to conduct research on the specific application of the expository learning method in the context of learning the hijaiyah letters for students with special needs at the Hegar Asih Special Needs School (SLB YPLB-LB). This study aims to determine the extent to which this method can improve students' perception and understanding of the hijaiyah letter forms and to provide an overview of how the method can be optimized in inclusive learning.

Thus, the main problem that arises is how the application of the expository learning method can improve the perception of students with special needs towards the form of the hijaiyah letters at SLB YPLB-LB Hegar Asih. Considering the importance of mastering the hijaiyah letters in learning to read the Qur'an for students with special needs, this study is expected to be able to provide practical solutions in improving the quality of learning and student learning outcomes.

Although various studies have shown that expository learning methods can improve students' understanding in various subjects, especially in learning the hijaiyah letters, there are still shortcomings in the context of learning for students with special needs, especially students with mild mental retardation. Previous studies such as those conducted by (Santoso & Nasir, 2016) show that the expository method is effective in improving the recognition of the hijaiyah letter forms in general in regular schools and inclusive schools, but these studies have not specifically examined the application of this method to students with special needs in the 'mild mental retardation' category.

Furthermore, another study by (Kartika, 2024) focused more on the application of expository methods in general learning contexts without considering the specific characteristics and needs of students with special needs. However, the learning characteristics of students with mild mental disorders differ from those of regular students, necessitating a tailored and effective approach.

Furthermore, previous research has not specifically examined the perception of the hijaiyah letter shapes, which is a crucial part of the Quranic learning process for students with special needs in special needs settings. However, perception of letter shapes is a key foundation for letter recognition and reading, making it crucial to understand how certain methods can influence these perceptions in students with special needs.

Thus, there is a gap in research regarding the effectiveness of the expository learning method specifically on the perception of the hijaiyah letterforms in mildly mentally retarded students in special needs schools (SLB) who have unique characteristics and special needs. This study aims to address this gap by providing empirical evidence regarding the success and challenges of implementing this method in the context of inclusive learning at the Hegar Asih Special Needs School (YPLB-LB).

In general, this research gap lies in the lack of research that specifically examines the application of expository learning methods to the perception of the hijaiyah letter forms in students with special needs in the 'mild mentally retarded' category, especially in special needs environments that have unique characteristics and needs. This research will broaden insights and provide practical contributions in the development of appropriate learning methods for students with special needs in the context of learning to read the Quran.

II. RESEARCH METHODS

According to Rahardjo, as quoted by (Arifudin, 2024), a research method is a way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth, but rather the appropriate method for a specific purpose based on the existing phenomenon. Budiharto, as quoted by (Mayasari, 2024), states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

This research uses a qualitative approach with a single case study design (single case study) conducted at the Hegar Asih Special Needs School (SLB YPLB-LB). Ultavia et al., quoted in (Erfiyana, 2025), explained that the case study design was chosen to gain an in-depth, contextual, and holistic understanding of building early childhood character through Islamic religious education in PAUD.

According to Nursalam in (Nurazizah, 2026), a case study is a research study that includes an assessment aimed at providing a detailed description of the background, nature, and characteristics of a case. In other words, a case study focuses on a case intensively and in detail. Research in this method is carried out in depth on a situation or condition in a systematic manner, starting from observation, data collection, information analysis, and reporting of results.

The approach used in this research is a qualitative approach. According to (Supriatna, 2026), a qualitative approach is where qualitative research as a scientific method is often used and implemented by groups of researchers in the social sciences, including educational science. (Safar, 2026) explains the qualitative research approach as a process of research and understanding based on methods that investigate social phenomena and human problems.

This study employed qualitative research with field research methods. According to (Arifudin, 2025), this approach aligns with the primary objective of the study, which is to describe and analyze character building in early childhood through Islamic religious education in early childhood education (PAUD). Therefore, this method will be able to explain the research problem (Kartika, 2022).

The purpose of case study research according to Yin in (Kartika, 2026) is that the purpose of using case study research is not only to explain what the object being studied is like but to explain how the situation and how the case could occur. Meanwhile, Waluya in (Arifudin, 2022) states that the purpose of case study is to develop in-depth knowledge about the object being studied, which means that this study is exploratory in nature.

Bogdan and Taylor in (Rohimah, 2024) explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, researchers created a complex picture, examined words, detailed reports from respondents' views and conducted studies in natural situations, specifically related to the application of the expository learning method in understanding the perception of the hijaiyah letter shape of "Mild Mentally Retarded" students at SLB YPLB-LB Hegar Asih.

Nasution, quoted (Lahiya, 2025), explained that the selection of informants was carried out using a purposive sampling technique, namely selecting subjects who best understand the

application of the expository learning method in understanding the perception of the hijaiyah letter shape of "Mild Mentally Retarded" students at the YPLB-LB Hegar Asih Special Needs School who are directly involved in its management. These informants include the Head of the Special Needs School, teachers and parents. This technique is commonly used to uncover the phenomenon of the application of the expository learning method in understanding the perception of the hijaiyah letter shape of "Mild Mentally Retarded" students at the YPLB-LB Hegar Asih Special Needs School.

Technique can be seen as a means to carry out technical work carefully using the mind to achieve goals. Although the study is actually an effort within the scope of science, it is carried out to collect data realistically and systematically to realize the truth. Research methodology is a means to find a cure for any problem. In this case, the author collected information about the application of the expository learning method in understanding the perception of the shape of the hijaiyah letters of "Mild Mentally Retarded" students at SLB YPLB-LB Hegar Asih, articles, journals, theses, ebooks, and others (Kusmawan, 2025).

Because it requires library materials for its data sources, this research utilizes library research. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online (Hoerudin, 2023).

Finding information from data sources requires the use of data collection techniques. Amir Hamzah in (Abdillah, 2025) claims that data collection is an effort to gather information related to the topic being studied. The author uses library research methods to collect data. Specifically, the author starts with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that share views on the application of the expository learning method in understanding the perception of the hijaiyah letter shape of "Mild Mentally Retarded" students at SLB YPLB-LB Hegar Asih.

Furthermore, Amir Hamzah in (Abdillah, 2022) states that data collection is defined as various efforts to gather facts related to a topic or discussion being or will be explored. These details can be found in scientific literature, research, scientific writings, dissertations, theses, and other written sources. According to (Saepudin, 2024), data collection can be conducted in various circumstances, using different sources, and employing different techniques.

Saepudin, quoted (Maulana, 2025), explains that in qualitative research, the researcher acts as the main instrument (human instrument) whose function is to interpret data, capture field dynamics, and interpret the phenomenon of the application of the expository learning method in understanding the perception of the hijaiyah letter shape of "Mild Mentally Retarded" students at SLB YPLB-LB Hegar Asih directly. To support this role, auxiliary instruments are used in the form of interview guidelines, observation sheets, and document analysis formats. Meanwhile, Abdussamad, quoted (Rosmayati, 2025), explains that the research procedure includes the pre-research stage, data collection, initial analysis during the research, and validation of findings through source triangulation.

Observation is part of the direct research process on the phenomena being studied (Paturochman, 2024). With this method, researchers can directly see and experience the atmosphere and conditions of the research subjects. The things observed in this study are the application of the expository learning method in understanding the perception of the hijaiyah letter shape of "Mild Mentally Retarded" students at the YPLB-LB Hegar Asih Special Needs School.

The interview technique in this study is a structured interview, namely an interview conducted using various established standard guidelines, questions are arranged according to information needs and each question is needed to reveal each empirical data (As-Shidqi, 2025).

Documentation is a data collection technique using existing written documents or records (Arifin, 2024). Documentation comes from the word document, which means written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Rifky, 2024), the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Djafri, 2024), the documentation strategy is also a data collection technique proposed to research subjects. This data collection method using the documentation method is carried out to obtain data about the condition of the institution (research object), namely the application of the expository learning method in understanding the perception of the hijaiyah letter shape of "Mild Mentally Retarded" students at SLB YPLB-LB Hegar Asih.

Moleong, quoted (Nuary, 2024), explains that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Syarifah et al. (Hanafiah, 2022) explain that data reduction is carried out by filtering relevant information, presenting data in a systematic narrative form, and drawing conclusions based on research findings. To ensure data validity, this study used source triangulation, namely comparing information from sources. According to Moleong (Sanulita, 2024), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

Muhadjir in (Ramli, 2024) stated that data analysis is an activity of conducting, searching and compiling records of findings systematically through observations and interviews so that the researcher focuses on the research being studied. After that, making a finding material for others, editing, classifying, and presenting it. Data validity techniques using triangulation techniques include techniques and sources. Data analysis using the Miles and Huberman model in (Sappaile, 2024) consists of data collection, data reduction, data presentation, and drawing conclusions.

III. RESULTS AND DISCUSSION

From the educator's perspective, the use of this system provides significant effectiveness and efficiency, especially in the learning process of teaching materials, implementation of learning, and the evaluation stage of learning outcomes. Teachers have more flexible and faster access to student data, learning outcome records, and evaluation tools such as a digital question bank, although further development is needed to cover specific materials, such as recognizing the shape of the hijaiyah letters (e.g., ا, ب, ت) in the context of special needs.

Referring to Rusman's opinion, as quoted (Awaludin, 2024), the quality of learning is not only measured by the results, but also the process, which includes learning, implementation, assessment, and monitoring of learning activities. In the context of students with special needs, especially those with mild mental retardation, the quality of learning must consider adaptive methods, one of which is through an expository learning approach that emphasizes clear instructions, structured repetition, and consistent visualization of the hijaiyah letter forms.

A quality educational process requires various integrated supporting components. This includes teaching materials designed to meet the core objectives of learning the Hijaiyah alphabet, teachers' readiness to deliver the material using appropriate expository methods, and a learning environment that supports conducive learning. For example, one student found it easier to recognize letters like ج (jim) or د (dal) when the material was presented through interactive visual media in a calm and attentive classroom environment.

Thus, the success of learning the hijaiyah alphabet in madrasahs or special education schools (SLB) depends heavily on the synchronization of teacher resources, learning methods, technological readiness, and active student involvement. All these elements must collaborate to create an inclusive, enjoyable learning environment that facilitates a holistic understanding of the meaning and form of the hijaiyah alphabet.

This is in accordance with what Pudji Muljono explained, as quoted by (Erfiyana, 2026) regarding quality learning, which contains five references: suitability, attractiveness, effectiveness, efficiency, and learning productivity. Meanwhile, (Tantu, 2016) provides an explanation of the five references that form the concept of learning quality as follows:

- 1) Suitability, including (a). Appropriate to the characteristics of students; (b). Appropriate to the aspirations of society or individuals; (c). Appropriate to the needs of society; (d). Appropriate to environmental conditions; (e). In line with the demands of the times; (f). In accordance with new theories, principles, and values in education.
- 2) Attractions, including (a). Great learning opportunities and because of this easy to achieve and follow; (b). Educational content that is easy to digest because it has been processed in such a way; (c). Available opportunities that can be obtained by anyone whenever needed; (d). Messages given at the right time; (e). High role models; (f). Diversity of sources, both those that are deliberately developed and those that are already available and can be selected and utilized for learning purposes; (g). A warm, friendly classroom atmosphere that stimulates the formation of students' personalities.
- 3) Effectiveness includes (a). Being carried out regularly, consistently, or sequentially through the stages of learning, development, implementation, assessment and improvement; (b). Being sensitive to the needs of learning tasks and lesson needs.
- 4) Efficiency includes (a). Designing learning activities based on a model that refers to the interests and needs of students; (b). Implementing learning and teaching activities neatly; (c). Utilizing resources and dividing tasks in a balanced manner; (d). Developing and utilizing various learning resources according to needs; (e). Utilizing shared resources through innovative efforts that are economical, such as distance learning and open learning.
- 5) Productivity includes (a). Changes in the learning process; (b). Adding input to the learning process; (c). Increasing the intensity of students with learning resources; (d). Combining the three in learning activities to produce better quality, wider participation in education, more graduates, graduates who are more valued by society and a lower dropout rate.

The application of the expository learning method at SLB YPLB-LB Hegar Asih Cipaganti Bandung has proven effective in helping students with special needs, especially those in the mild mentally retarded category, understand and recognize the forms of the hijaiyah letters better. In this context, the expository learning method is used to direct one of the students to understand each form of the hijaiyah letter through a structured and systematic explanation, so that their perception of the letters can be clearly honed.

Key Learning Tasks

At the Hegar Asih Cipaganti Bandung Special Needs School (SLB YPLB-LB), the expository method is used to explain the hijaiyah letter shapes in detail and repeatedly. Teachers provide in-depth explanations of each hijaiyah letter, such as ح, خ, د, using various visual aids tailored to the students' cognitive abilities. For example, large pictures and interactive whiteboards depicting the letter shapes from various angles, as well as explanations on how to write and pronounce each letter.

Using this method, students are encouraged to recognize the differences in shape between the Hijaiyah letters that have visual similarities, such as the letters س and ش, which

can be confusing for some students with mild intellectual disabilities. Repetition in the explanations provided aims to strengthen students' understanding of these subtle differences.

Learning Implementation

The learning process at the Hegar Asih Cipaganti Special Needs School (SLB YPLB-LB) in Bandung utilizes an expository method that engages students in interactive activities. The teacher begins the lesson by providing a verbal explanation of each hijaiyah letter, accompanied by clear examples and illustrations. For example, for letters that are difficult to distinguish, the teacher can show large pictures of the letters and explain the differences in their shapes one by one, so that students can visually identify them.

Furthermore, in implementing this method, students are also given the opportunity to practice directly writing the hijaiyah letters they have been taught. This process ensures that students not only understand the theory but can also apply what they have learned in written form. This approach is especially important for students with mild mental retardation, as they tend to learn more effectively through direct experience.

Learning Evaluation

Learning evaluation is conducted using an approach tailored to students' needs. After each session on the hijaiyah letters, the teacher administers a simple test to measure students' understanding of the shapes and spelling of the letters. The assessment involves recognizing and writing the letters, as well as identifying similar letter shapes.

The evaluation process involves not only written tests but also direct observation of students' writing skills and distinguishing the hijaiyah letters. Teachers provide constructive feedback to improve students' perceptions and writing. Through repeated evaluations, teachers can identify areas where students are still struggling and provide further explanations, ensuring the learning process is smooth and effective.

With the consistent application of the expository method, students at the Hegar Asih Cipaganti Bandung Special Needs School (SLB YPLB-LB) can better recognize and understand the hijaiyah letters. The use of systematic explanations and repeated practice significantly helps students with special needs improve their perception of these letters.

This study shows that the application of the expository learning method in teaching the hijaiyah letters at SLB YPLB-LB Hegar Asih Cipaganti Bandung has a significant impact in improving the understanding of students with mild mental retardation towards the forms of the hijaiyah letters. At SLB YPLB-LB Hegar Asih, the main focus is the application of a systematic and structured approach in teaching the forms of the hijaiyah letters, which allows students to more easily understand the differences between letters that have similar shapes, such as ح and خ.

Using the expository learning method, teachers provide detailed explanations of the form, meaning, and writing of each hijaiyah letter, using visual aids and repeated practice. This approach strengthens students' understanding by providing detailed and contextual explanations of each letter and facilitating exercises that allow them to practice directly.

Furthermore, this method is highly relevant to the needs of students with cognitive disabilities, as the expository learning method allows students to learn in a more concrete and structured manner. Teachers at the Hegar Asih Cipaganti Bandung Special Needs School (SLB YPLB-LB) adapted learning materials and strategies to maximize students' understanding of the hijaiyah letter forms.

With an approach based on repetition, clarification, and the use of appropriate visual media, the expository learning method has proven effective in developing students' perception of the hijaiyah letter forms, ensuring that each student gains an understanding appropriate to their cognitive level. It also helps students with mild mental retardation to

acquire the skill of writing the hijaiyah letters accurately, as well as recognizing often confusing letter forms.

In the world of education, effective learning methods are crucial for improving the quality of teaching, especially for students with special needs such as mild mental retardation. One method that can be used to improve students' understanding of the hijaiyah letter forms is the expository learning method. This method focuses on delivering detailed and structured information to students through in-depth explanations of the material being taught. The implementation of this method at the YPLB-LB Hegar Asih Cipaganti Bandung Special Needs School aims to facilitate students' understanding of the hijaiyah letter forms.

As an educational institution that serves students with special needs, SLB YPLB-LB Hegar Asih Cipaganti Bandung faces challenges in managing learning that suits the unique needs of each student. One of these challenges is teaching the hijaiyah letters to students who have difficulty in perceiving letter shapes. In facing this, the application of the expository learning method for learning the hijaiyah letters is the right choice because this method prioritizes detailed explanations, repetition of material, and the use of visual media that make it easier for students to recognize and understand the forms of the hijaiyah letters.

The idea proposed in this research is an expository learning model for learning the Hijaiyah letters. This model encompasses several important steps: learning, implementation, and monitoring. In this context, the expository learning method will be implemented systematically by providing in-depth explanations of each Hijaiyah letter, including how to write it, its meaning, and its use in the context of worship and daily life.

Based on the research results, the application of the expository learning method is expected to help students with mild mental retardation more easily recognize and understand the forms of the hijaiyah letters. This method is very suitable for implementation because it prioritizes structured explanations and repetition, which are very necessary for students with cognitive limitations. For example, in learning the hijaiyah letters such as ح and خ, one student was given a very detailed explanation regarding the differences in their forms, how to write them, and their relationship to their meaning and usage in the Quran.

This expository learning model begins with:

- 1) Carefully detail the learning objectives to be achieved, such as understanding the form and use of the hijaiyah letters,
- 2) Looking for alternative methods that are most relevant to student characteristics,
- 3) Describes teaching materials and learning support media,
- 4) Comparing and analyzing appropriate methods for students with mild mental retardation.

Strategic learning for implementing the expository learning method also includes developing learning documents, such as an annual plan outlining the steps for teaching the hijaiyah alphabet. Furthermore, this document involves various stakeholders, such as teachers, principals, and parents, to ensure effective learning and support student understanding.

With mature learning, it is hoped that learning the Hijaiyah letters using the expository learning method can have a positive impact on improving the understanding and skills of students with mild mental retardation, as well as making it easier for them to recognize and understand the forms of the Hijaiyah letters.

IV. CONCLUSION

Based on the results of research and discussion related to the Application of the Expository Learning Method in Understanding the Perception of the Hijaiyah Letter Shape of "Mild Mentally Retarded" Students at SLB YPLB-LB Hegar Asih, it can be concluded that penerapapan method expository learning had a positive impact on students' understanding of

the Hijaiyah letters mild mentally retarded students demonstrated improved ability to recognize and imitate the shapes of the hijaiyah letters. This method also strengthened emotional engagement between teachers and students, creating a safe and conducive learning environment. Learning delivered slowly, clearly, and with repetition has proven effective for students with mild intellectual disabilities in understanding the hijaiyah letters as a foundation for Islamic learning.

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